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## IMPORTANT REPORTS FOR SECONDARY EDUCATION

### JOINT COMMITTEE ON COLLEGE ENTRANCE REQUIREMENTS OF THE DEPARTMENTS OF SECONDARY AND OF HIGHER EDUCATION OF THE NATIONAL EDUCATIONAL ASSOCI- ATION. REPORT ON PLAN OF WORK FOR 1896-7

IT is within the province of the Committee according to the resolution passed at the Denver meeting, to investigate existing college entrance requirements, and to report on ways and means of securing such uniformity in extent and method as will be conducive of the best interests both of higher and of secondary education. The first step — investigation of existing requirements — has been taken ; in our opinion the programme of the ensuing year should be chiefly as follows :

1. The Committee should invite the active coöperation of associations already organized for the study of such problems ; it should appoint representative sub-committees of specialists interested in the various subjects ; it should ascertain the views of individual institutions — secondary schools, colleges, and universities — all with a view to the ultimate determination of what should constitute a normal requirement in each of the subjects set for admission to college.

2. To this end it is recommended that the requirements be considered in the following groups : English, classical languages, modern languages, History, Mathematics and Sciences.

3. Within the several groups special attention should be given to what should constitute a year's work in each subject (*e. g.*, first year French, second year French, Physics, Chemistry, etc.), or, as may be preferable in some groups, what should constitute the "elementary" and what the "advanced" requirements, and, in general, the constitution of entire courses of study in the separate subjects.

4. It is recommended that a schedule of options or equivalents within the various groups, or between separate groups be prepared.

5. The Committee should make special effort to secure a more satisfactory method of admission to college. The views of the associations, sub-committees and institutions (above referred to) should be

sought as to the best pedagogical means of testing the work done in preparation for college.

6. All partial reports should be submitted to the Committee as early as possible that a tentative report may be prepared for discussion at the next annual meeting of the National Education Association.

7. The departments of higher and of secondary education and of science should be requested to make this subject a special order in their programmes for the meetings in 1897.

8. It is evident that the work outlined cannot be done without the expenditure of a considerable sum of money. This Committee should urge upon the departments of higher education, of secondary education, and of science, the necessity of petitioning the Board of Directors of the National Educational Association for an appropriation to be made at as early a day as practicable, sufficient to complete the work.

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#### REPORT OF COMMITTEE OF THE MASSACHUSETTS ASSOCIATION OF CLASSICAL AND HIGH SCHOOL TEACHERS

The Committee appointed by the Massachusetts Association of Classical and High School Teachers at the annual meeting held at Brookline, April 11, 1896, to confer with the examining boards of the New England Colleges respectfully present the following recommendations in behalf of the Principals of the Classical and High Schools of Massachusetts.

The Committee wish to preface these recommendations by the statement that they conceive their special function to be a presentation of the difficulties experienced by the smaller High Schools of the state in meeting the College requirements for admission. These schools have not (it seems to this Committee) been adequately represented in the deliberations and recommendations of the New England Association of Colleges and Preparatory Schools, the valuable results of whose labors, however, this Committee fully appreciates. Comparatively few of the 252 High Schools of Massachusetts are in touch with the Colleges. This is not a desirable condition of things, and any measures that tend to increase local opportunities of preparation for College are worthy of careful consideration.

The recommendations offered herewith tend in the desired direction, as the Committee know from their own experience, and from an extensive correspondence with Principals of High Schools and Acade-

mies ; and though they are not very far reaching the Committee realize that much needed upbuilding of the smaller schools, on the one side, and the needed modifications of College entrance requirements on the other are matters of slow change not to be overhastened with safety.

#### RECOMMENDATIONS

1. The Committee recommend that the requirements for admission to College with or without Greek be made more nearly equivalent.

The substitutes for Greek, as now allowed by Harvard, require more time in preparation, and are, also, more difficult than the Greek.

To illustrate : To prepare for both the elementary and advanced Greek now requires three years (120 weeks) of four recitations a week, 480 recitations, securing five counts, or points on the whole examination.

The most favorable combination of substitutes is as follows :

A modern language, both elementary and advanced,

3 yrs. (120 wks.) 4 rec. 480 rec. securing 3 points.

Advanced Math., 1 yr. (40 wks.) 4 rec. 160 rec. " 2 "

Advanced Physics

or Chemistry, 1 yr. (40 wks.) 4 rec. 160 rec. " 2 "

In other words, as a substitute for the five points of Greek requiring 480 rec., seven points requiring 780 rec. are required.

The second Mathematical requirement of Advanced Algebra and Analytics is distinctly more difficult than the first of Solid Geometry and Trigonometry. Could this be reduced in difficulty it would be a gain. Could Advanced Latin Composition be counted as an *entire* Advanced Subject, much relief would be afforded, and without detriment to the standard of admission.

The present difficulty of the substitute for Greek forces to the selection of that subject many pupils who take it as an elementary subject, intending, from the start, to drop it after the examination.

The smaller schools, necessarily limited in the number of teachers, find themselves restricted to Greek in most cases, on account of the nature and difficulty of its substitutes. Many have not the facilities for the Science requirements, and the Greek is easier than the double Mathematical requirement or than the combination of the Latin Composition with the Mathematics.

2. While considering that the present requirements of Colleges having the highest standard are not excessive (except as indicated in the

first recommendation) the Committee recommend that no change be made in the present requirements for admission which shall increase the number of required subjects or essentially enlarge the total amount of work. This does not refer to contemplated additions to the Mathematical requirements for admission to some of the Scientific Schools. As a matter of fact, the Committee consider that serious harm is wrought by the low standard of admission to some of the Scientific Schools.

3. *a.* The committee recommend that more than one hour be given for writing the examinations in Algebra and Geometry. This increase in time for the examination does not necessarily involve an increase in the relative rating of these subjects. They could still be estimated as *one* hour subjects.

*b.* With regard to the annual changes in the books required in English, the Committee, finding themselves unable to speak (as they do in the case of the other recommendations) with the united approval of all whom they represent, have no definite recommendation to make at present.

Recognizing that the work done by the Commission of New England Colleges has properly emphasized the place of English in the list of requirements, and has resulted in a greatly improved method of examination in that subject, the Committee dislike to have this benefit in any way diminished for the smaller High Schools of the state. The annual purchase by the smaller cities and the towns of sets of books which four or five years later are to be laid aside, apparently forever, seems to this Committee an additional burden for which they find no real compensation, and a burden which will be an accumulating one.

They fail to see why a novel of Scott, for instance, which is suitable in 1895 for the purpose of study and examination, is not equally suitable in 1897, and would suggest, therefore, that should the statement of the requirement indicate the author and number of his works to be studied (as two novels of Scott, three plays of Shakespere), leaving it with the school to select the particular work, or works, and should the list of books assigned for careful study remain unaltered for, perhaps, a decade, all the chief advantages of the plan would be retained, and a burden, increasingly serious, would be removed from the smaller communities, so many of which are providing liberally (in proportion to their means) for secondary education.

In the smaller schools where there are but one or two pupils pre-

paring for college, these cannot be handled in a separate class, so that it is not a question merely of one or two copies of each of several books, but a section of from fifteen to thirty must be supplied with sets of the same books. The mere storage of these books will be a difficult matter after a few years. The burden is a real one and this Committee believes that in a few years it will be felt much more positively. So many principals of the *larger* schools do not feel this burden at present that this Committee can only present this view of the case for the careful consideration of all concerned.

c. The Committee recommend that for sight translation in Latin, the applicants be expected to have as a vocabulary all words occurring at least twice in Cæsar's *Gallic War*, Books I-IV; Cicero's *Catiline*, I-IV; *Archias*; *Manilian Law*; Virgil's *Æneid*, Books I-VI; and that the meaning of other words occurring in the assigned passages be given. A similar recommendation for Greek at sight would suggest Xenophon's *Anabasis*, Books I-IV; Homer's *Iliad*, Books I-III; *Odyssey*, Book I.

For the prose composition requirements, it is recommended that the vocabulary expected of the applicant include only words occurring at least twice (for the Latin) in one book of Cæsar and one oration of Cicero; (for the Greek) in two books of the *Anabasis*; the College to determine and to announce in advance the books and oration.

4. a. The Committee recommend that in the case of Colleges at present not accepting certificates in place of entrance examinations, those applicants who present themselves for examination in advanced subjects be credited with the preliminary requirements in the same subjects without examination, on the presentation of a certificate from the principal of the preparatory school that they have completed that requirement, in case the principal so requests.

b. The Committee recommend either that there be given an opportunity for the examination of applicants, two years before entrance, in History, Elementary Latin, and in either Elementary Algebra or Plane Geometry, or that the certificate of the principal be accepted in these subjects without examination, in the case of all schools desiring to offer the certificate.

Most schools are compelled to place these subjects in the first two years of their courses, and find the regular work of the last two years much crowded by the necessity of reviews in them just prior to examination. The present difficulty is similar to that which would be

experienced by college students should they be required within one year from graduation, to pass examinations in the studies of the Freshman and Sophomore years in addition to those of the Junior and Senior years. The pupils of the secondary schools, however, are more immature, and the responsibility of their work rests on the school, while college students are personally responsible. In this respect, therefore, the illustration does not show the full extent of the difficulty, but only its nature.

5. The Committee recommend that where the same subjects are required for admission to the different Colleges, or Scientific schools, there should be uniformity in the amount required and in the nature of the examination: *e. g.*, the Elementary Latin requirement should be the same for all, the Advanced Latin the same for all, the Elementary Algebra should be the same for all, etc.

In conclusion, the Committee express the hope that these recommendations will approve themselves to the careful judgment of the examining boards and will be adopted by them for the purpose of removing some of the present difficulties experienced by the smaller schools in fitting pupils for College.

COMMITTEE :

CHARLES S. MOORE, *Chairman*

E. D. RUSSELL

W. L. EATON

H. W. KITTREDGE

J. O. SANBORN, *Secretary*

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REPORT OF THE COMMITTEE OF THE STATE TEACHERS'  
ASSOCIATION OF MISSOURI<sup>1</sup>

COURSE OF STUDY FOR SECONDARY SCHOOLS

The Committee interpret the term "secondary schools," as used in these recommendations, to include the public high schools, the academies, and schools preparatory to college.

Four parallel courses, as outlined in detail in accompanying schedule, are recommended by the Committee.

<sup>1</sup>This report treats also of Colleges and Universities, but only the part referring to secondary schools is printed here.

PARALLEL COURSES OF STUDY FOR SECONDARY SCHOOLS				
	No. 1	No. 2	No. 3	No. 4
	ENGLISH	MODERN LANG. & SCIENCE	LATIN AND SCIENCE	CLASSICAL
1st Year	English Algebra Zoölogy Gr. & Rom. Hist.	English Algebra Zoölogy Gr. & Rom. Hist.	English Algebra Latin Gr. & Rom. Hist.	English Algebra Latin Gr. & Rom. Hist.
2d Year	English Algebra Bot. or Phys. Geog. Eng. Hist. & C. G. or Mod. Hist. or Am. Hist. & C. G.	English Algebra Bot. or Phys. Geog. Eng. Hist. & C. G. or Mod. Hist. or Am. Hist. & C. G.	English Algebra Latin Eng. Hist. & C. G. or Mod. Hist. or Am. Hist. & C. G.	English Algebra Latin Eng. Hist. & C. G. or Mod. Hist. or Am. Hist. & C. G.
3d Year	English Geometry Physics Mod. Hist. or Eng. Hist. & C. G., Am. Hist. & C. Gov.	English Geometry Physics German or French	English Geometry Physics Latin	English Geometry Latin Greek
4th Year	English Chemistry Solid Geo. & Trig. Reviews or option- al study	English Chemistry German or French Reviews or option- al study	English Chemistry Latin Reviews or option- al study	English Physics Latin Greek

For schools unable, on account of lack of teaching force, to undertake all the work outlined above, the following recommendations are made :

1. The school having but one teacher should confine its work to the *first* and *second* years of course No. 1.
2. Schools having not more than two teachers should confine themselves to the first *three* years of course No. 1.
3. Schools having only three teachers should confine themselves to full course No. 1, or to the *first three* years of course No. 1 and No. 3.
4. Schools having only four teachers should not undertake more than *two* of the four full courses.
5. Schools having five or more teachers may be able to do the full work of the four parallel courses as outlined above.

#### REMARKS

1. In the interest of uniformity the Roman method of pronouncing Latin, with strict attention to quantity, is strongly urged. The Greek



language should be pronounced in accord with the written accent and the quantity of the vowels, as laid down by the Greek conference of the Committee of Ten.

2. A library should be used as a laboratory for work in history, literature, and language as well as for general reading. The larger schools should provide suitable rooms and should employ a competent librarian whose whole time is devoted to helping pupils in their reading and investigation. Collateral reading in such a library should be part of the regular work, especially in history and in literature.

3. Map drawing is valuable in emphasizing the geography of the countries studied in history.

4. Work in laboratories should be done under the general supervision of the instructor, but should be done *by the student*. Laboratory notebooks should represent, in historical order, every step in his own experiments and observations, so as to be a fair index of the real work done by the student.

5. In the interest of thorough work in secondary schools, it is strongly recommended that no teacher be assigned more than seven working periods per day, with a maximum of thirty pupils in a section.

The Committee recommend that the President of this Association appoint, with power to act, a committee of seven, representing the different educational interests of the state, to take steps toward securing legislation establishing an Educational Commission with power to make effective the purposes of this report.

COMMITTEE :

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